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ABSTRACT

This manual is intended to aid communities and school districts in the development of school-age child care programs. Section I, "Program Initiation," describes first steps in starting a school-age child care program. These include development of community awareness, needs assessment, program design, and program promotion. The broad issues are covered more fully in Section II, "Program Administration," which focuses on legal issues, Missouri child care licensing information, policy and procedures, personnel, screening of child abuse and neglect records and criminal records of employees, finances, and publicity and enrollment. The specifics of day-to-day operations are covered in Section III, "Program Implementation," under the headings of: (1) program content; (2) planning activities; (3) child development concepts; (4) daily schedule; (5) facilities, equipment, materials; (6) school snacks; (7) child guidance; (8) safety; and (9) program evaluation. Appendices provide the final report of a survey of latchkey programs in the public schools, a resource list for school-age child care programs, and a bibliography of additional reading. (RH)

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Public Schools and School-Age Child Care: MAKING IT HAPPEN!

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PREFACE

In an increasing number of homes across Missouri, young children take care of themselves both before and after school while parents are working. Too often, anxious parents are left with few or no alternatives. Most child-care programs do not offer before- and after-school care, particularly for older children. As society becomes more mobile, families are left without the aid of near-by relatives, and dependence upon friends does not usually provide a lasting solution.

Research indicates that children left alone may be at-risk of physical or emotional trauma. Children in unsupervised settings are also more likely to engage in behavior that is detrimental to themselves and to others.

Public schools can play a special role in increasing the availability of before- and after-school care. Children who might benefit from such services are already on the school's premises. Classrooms are generally not used during the time when school-age child care facilities are needed. Through community involvement and service fees, supportive programming could be provided at little or no cost to a school district. The School-Age Child Care (SACC) program format outlined in this manual is designed for the 5-13 year-old age category. Services through this program would be available when parents are working and school is not in session.

This manual is intended to help communities and school districts to develop school-age child care programs. Section I, Program Initiation, includes the first steps needed in starting a school-age child care program in a community. The broad issues are more fully developed in Section II, Program Administration, in the areas of policy, regulations, finance and personnel. The specifics of day-to-day operations are covered in Section III, Program Implementation.

Information in this manual has been compiled from a wide variety of sources, including national studies of school-based child care programs and the expertise of the members of the School-Age Child Care Committee:

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PROGRAM INITIATION SECTION I

DEVELOPING COMMUNITY AWARENESS

The degree of success to be expected from the School-Age Child Care Program in meeting the needs of the community depends in part on the attention devoted to developing community awareness. First, it is necessary to gain a general consensus that school-age child care is a community problem and one which requires broad community support. Second, it is vital to increase the awareness of this problem among all community members, but in particular, with those parents who might benefit from such services.

Many people need to be involved to assure the program's success: such as school officials, parents and parent/teacher groups, recreation departments, local agencies and organizations, and other school-age child care providers.

A number of methods may be used by a steering committee to achieve community awareness. Consider planning informal conversations with friends, school personnel and other school parents. Develop a series of news articles about the potential need for school-age child care. Connect with other community agencies to get their perception of the needs for school-age child care and hold a public forum to discuss the issue. One of the most important methods of developing community awareness, however, is the use of a survey for parents to gauge the perceived need within the community.

NEEDS ASSESSMENT OF COMMUNITY

A needs assessment should be administered six months in advance of an upcoming school term, if possible. School officials, parents and agency representatives should cooperate in the development of this survey, which should provide the following information:

- Name, address, telephone numbers (home and work)
- All children in family — ages, grade levels
- School(s) attended and neighborhood(s)
- Extent of need (wording should be very clear here):
  - Ages of children in need of care now
  - Ages of children you anticipate will have need
  - Special needs children
  - Hours for which care is needed — before school, after school, both
  - Days — every weekday, a few days a week, summers
  - Hours and days when the need is most serious
- What are present arrangements? Are they adequate?
- Would you use a child care program if one were available in an accessible location and in a price range you could afford?
- What could you afford to pay? (Give several choices, and ask parents to set a maximum limit on what they could afford.)
- Would your child need a scholarship, if it were available, to attend?
- What location would you prefer? (neighborhood school, central city location, et cetera)
- Would you need to have transportation provided? For which hours? (morning, split session, afternoon)
- What kinds of activities would you like the program to include?
- Would you be able/willing to help with the program? Planning? Working?

State who is responsible for the survey and its purpose. Determine the method of disseminating and collecting the survey information based on the target population and the available resources. The survey may be conducted by telephone, mail, door-to-door, or through distribution to school-age children.

By the use of a needs assessment, the community will find out how many people need school-age child care and supporters will be able to justify the need for implementation of a program designed on the expressed needs of parents.

SAMPLE NEEDS ASSESSMENT

Dear Parent:

The University of Missouri/Lincoln University Cooperative Extension Service 4-H Youth Program is conducting a study of parents' needs for before- and after-school day care. Would you please help by completing this questionnaire and returning it to your school by your child? The results of this survey will be used to determine if there are needs for school enrichment programs to be established throughout this school district. All individual responses will be treated confidentially by the Missouri 4-H Youth Programs.

PLEASE SUBMIT ONE QUESTIONNAIRE PER FAMILY

1. How many children in your home are in grades K-6? _____ .
2. How many parents or other adults (16 yrs & older) are in your home? _____ .
3. List the grade each child is in. Indicate the number of children by the grade they are in:
   a. ( ) Kindergarten b. ( ) First Grade c. ( ) Second Grade
   d. ( ) Third Grade e. ( ) Fourth Grade f. ( ) Fifth Grade
   g. ( ) Sixth Grade
4. The reason you are desiring school day care is:
   a. ( ) Employment b. ( ) Student c. ( ) Seeking Work
   d. ( ) School Enrichment e. ( ) Other Please indicate _____
5. Does your child/children go to a day care center, babysitter or other organized program now? _____ Yes _____ No
6. If yes to question #5, then are your present child-care arrangements adequate? _____ Yes _____ No
7. If a school enrichment before and after school program was started in or near your child's school, would you take advantage of it? _____ No.
   _____ Yes, before school _____ # of children and grades _____ .
   _____ Yes, after school _____ # of children and grades _____ .
   _____ Yes, both before & after school _____ # of children and grades _____ .
   _____ Yes, half-day kindergarten _____ # of children.
8. If you answered yes to question #7, at what point would you find the cost per child of an after school program prohibitive?
   _____ $5/wk _____ $10/wk _____ $15/wk _____ $20/wk _____ $25/wk
9. How many days per week would your child participate in this type of program?
   Before School: _____ 5 days/wk _____ 3 days/wk _____ 1-2 days/wk
   After School: _____ 5 days/wk _____ 3 days/wk _____ 1-2 days/wk
   Kindergarten: _____ 5 days/wk _____ 3 days/wk _____ 1-2 days/wk
10. Please indicate the importance of each of the following features would be in deciding whether to use an after school enrichment program.

	Very Important	Somewhat Important	Not Important
a) Cost	_____	_____	_____
b) Transportation	_____	_____	_____
c) Types of Activities	_____	_____	_____
d) Offered on School Holidays	_____	_____	_____

11. If you would like to be contacted when a program is developed please fill in the following:
    Name of parent: _____
    Address: _____
    Telephone: _____
    Name of Your Elementary School: _____

THANK YOU FOR YOUR COOPERATION AND TIME

PROGRAM DESIGN

As soon as the needs assessment has been completed, tabulated, and the necessity of a school-age child care program identified, program design should be formulated. A successful program can be created through extensive planning based on parental needs. A well-structured program can be accomplished by:

- Studying results of the needs assessment
- Considering options based on available resources
- Considering services as needed
- Choosing the most appropriate site
- Agreeing on the most appropriate service provider
- Deciding on staff/administrative structure
- Establishing clear lines of responsibility and accountability
- Developing or adapting program standards.

CHECKLIST OF TASKS IN ORGANIZING A SCHOOL-AGE DAY CARE PROGRAM

- _ Assessing level of demand
- _ Organizing planning effort
- _ Setting opening date
- _ Setting numbers and ages of children to be served
- _ Setting hours, days, and months of operation
- _ Developing curriculum goals and activities
- _ Setting group size and staff:child ratio
- _ Deciding who will operate program
- _ Deciding where program should be housed
- _ Securing cooperation of school officials
- _ Selecting appropriate legal structure
- _ Incorporating and securing tax-exempt status (when applicable)
- _ Developing the budget
- _ Setting fees and fee policies
- _ Establishing enrollment procedures and admission policies
- _ Securing start-up funds
- — Setting up financial management system
- _ Securing operating funds
- _ Acquiring space
- _ Arranging for utilities and janitorial services
- _ Securing a license and other local clearances
- _ Developing staffing pattern
- _ Establishing personnel policies
- _ Recruiting and selecting staff
- _ Orienting and training staff
- _ Clarifying roles and relationships among staff, board, and parents
- _ Publicizing center — recruiting children
- _ Designing the space
- _ Acquiring equipment and supplies
- _ Setting up food service program
- _ Establishing health and safety procedures
- _ Establishing transportation component
- _ Securing insurance
- _ Acquiring office supplies and equipment

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PROGRAM PROMOTION

Once the program model has been designed, strategies for program promotion must be developed. Involving as many people as possible in this effort will provide additional support for the program. Those involved should include: school officials, parents, agency representatives, other school-age child care providers, governing boards, and community decision makers. Through careful preparation and planning, the community will understand the benefits of the program, become allies in the project, and deflect any possible negative reactions.

Both the school and community will benefit not only from the day-to-day care for children, but also through the better use of existing facilities and attracting new parents who might move elsewhere to receive the same service.

If necessary, prepare a formal proposal that addresses the need, provides evidence of a well-planned program, and explores legal issues and possible financial implications. Through a comprehensive approach to program promotion, the long-term success of the project can be ensured and the program will operate more smoothly.

PROGRAM ADMINISTRATION SECTION II

LEGAL ISSUES

Before program implementation begins, the legal issues need to be addressed. School officials, agency representatives, lawyers, licensing bureaus and the appropriate city/county agencies should be involved. It is necessary to comply with all existing regulations and legal requirements to give the program the firm base it needs to be accountable and to protect the children and the staff.

Some of the steps that need to be taken include:

- Contacting an attorney if incorporating as a not-for-profit corporation and if applying for tax exempt status.
- Investigating local/county/state day care licensing requirements if the program is not operated by a public school.
- Contacting city, county and state building inspectors if the program is not located in a school facility to ensure that the program site complies with existing laws.
- Developing written agreements for approval of the use of school space or for agreements between agencies/schools that might jointly be providing program service.

Safety and liability issues are always a concern and must be investigated. There must be adequate insurance for all activities in which staff and children might engage, including transportation for outside activities. Insurance must be obtained before using vehicles for child care purposes. All drivers must have chauffeur's licenses. Seat belts in all vehicles are highly recommended. The same rules that apply to transportation during school hours must exist during child care hours.

MISSOURI STATE CHILD CARE LICENSING INFORMATION

The Division of Family Services in the Department of Social Services has statutory authority to license child day care facilities in the State of Missouri. While facilities operated by school systems can be exempted from licensure, the school system may waive their exempt status and apply for a license. Programs administered by other agencies may not be eligible for an exemption. In either case, an application for an exemption determination should be made to the Division of Family Services.

The entity responsible for the school-age child day care program is the party subject for licensure or exemption determination. The agency subject to licensure shall secure a license or exemption prior to beginning the operation of the program.

The Division of Family Services employs Child Care Licensing Representatives to assist applicants in securing an exemption determination or licensure. Request for assistance should be made at Division of Family Services county offices. The licensing staff will be available to conduct a site evaluation and explain options with applicants for compliance with licensing requirements. They will also provide training in the rationale for the licensing rules, as well as ongoing technical assistance and monitoring.

The licensing of school-age child day care facilities will assure that all licensed facilities meet a minimum standard of care. Licensure is also a prerequisite for day care services subsidized by the Division of Family Services. Subsidy may be available for low-income families and for children receiving protective services.

POLICY/PROCEDURES

The policies and procedures for operating a school-age child care program should be set up by the governing board in cooperation with the program administrator and staff. This will establish continuity and efficiency for the smooth operation of the program.

Design policies that are: simple and clear, justifiable, consistent with program philosophy and goals, and which reflect the genuine problems the project will incur. Policies should be developed in the areas of:

- Enrollment
- Fee payment schedule
- Days and hours of operation
- Safety and first aid
- Discipline
- Meals/snacks
- Transportation, if needed

When policies have been approved by the governing board, specific procedures need to be established for carrying out policies. The procedures should be uniformly administered. There should be a plan for periodic review and revision of policy. Consider the following questions:

- Who will be permitted to pick up the child?
- Will a late fee policy be established to discourage parents from being tardy?
- Will children be permitted to bring snacks or breakfast food to the program?
- Will health, enrollment and field trip forms be required to be completed prior to a child's attending the program?
- Will there be a sign-in and out policy by the parent?
- What provisions will be made for snow days, Parent/Teacher Conference Days, et cetera?

Prior to the opening of the program, all policies and procedures should be clearly established so that the regulations are understood and consistently

applied. A policy manual should be written in order to orient all employees in:

- Personnel policies such as sick leave, evaluation, and grievance procedures
- Registration process and forms
- Child guidance procedures
- Emergency/safety procedures
- Organizational structure of the program
- Reporting procedures for child abuse and neglect.

Train personnel serving in an administrative capacity in policy areas including:

- Hiring staff
- Supervising and evaluating staff
- Collecting fees and bookkeeping
- Budgeting and purchasing
- Maintaining child and staff attendance records.

Familiarize parents with all program policies by providing a parent handbook and offering orientation at the time of enrollment.

PERSONNEL

It obviously is important to clarify job responsibilities for the smooth and professional operation of the program. Hiring procedures should be developed to create job descriptions and to advertise the positions; to screen the applicants for interviews, including an employee check; and to conduct the interviews and notify the candidates of the decisions.

In determining the appropriate number of staff needed, consider the following ratios:

- Up to 5 years of age, 1 adult per 8 children
- For 6-10 year old children, 1 adult per 10 children
- For 10-13 year old children, 1 adult per 15 children

The governing board and school administrator should participate in staff recruitment. Once a program coordinator and/or site coordinator have been hired, they may be involved in the additions of child care staff.

Staff should be recuited who have:

- Training and experience in child development
- An ability to establish warm, honest relationships with children
- An ability to provide positive guidance
- An understanding of and ability to meet the developmental needs of school-age children
- An ability to serve as a positive role model
- An interest in a variety of areas such as music, sports, arts.

Staff recruitment might include:

- College students, particularly those majoring in areas that will complement the program
- High school students, perhaps as part of an internship through child development classes
- Senior citizens through the Foster Grandparent program or other organizations.

The duties of the various positions will be determined by the governing board and the school administrator. Generally, however, the school administrator assigns the program coordinator to the position, oversees his/her activities, gives the necessary clearances, and has the final "say" on all decisions.

The program coordinator is responsible for overseeing the entire program, budgeting, giving guidance when needed, hiring the site coordinators, doing parental public relations, publicity, and other administrative duties as necessary.

The site coordinator is assigned to the areas of: staff supervision and evaluation, child management, enrollment, bookkeeping, snack shopping, supply ordering, staff training, licensing, lesson plans and other duties assigned by the program coordinator. The site coordinator also acts as a direct supervisor of children unless more than 50 children are present. Then the site coordinator becomes strictly an administrator.

The child care staff are involved with the direct supervision of the children. They will help with snacks, program set-up and clean-up and be active in the curriculum planning. Staff should be available and accessible to talk with parents and may have other duties as assigned by the staff coordinator.

All staff need and deserve:

— Clearly outlined job descriptions and responsibilities
— Regular supervision and feedback
— Written evaluation
— Orientation and ongoing inservice training.

SAMPLE JOB DESCRIPTION FOR PROGRAM COORDINATOR

POSITION TITLE: ADVENTURE CLUB COORDINATOR

DEPARTMENT: COMMUNITY EDUCATIONAL SERVICES

ACCOUNTABLE TO: DIRECTOR - COMMUNITY EDUCATIONAL SERVICES

PRIMARY OBJECTIVE OF POSITION

To plan, direct and supervise the school-age extended day care program for the Community Educational Services Department of the School District of Webster Groves.

MAJOR AREAS OF ACCOUNTABILITY

To establish and maintain a program that reflects a response to the recreational, social and enrichment needs of the children served by the program.

To recruit, interview and recommend to the Director of Community Educational Services appropriate personnel for the staffing of the program.

To supervise and provide leadership to staff members to ensure that the established safety and conduct procedures of the Latch Key program are followed.

To develop and manage a self-supporting budget in cooperation with the Director of Community Educational Services.

To plan and provide information to the community on the Latch Key program.

To explore all possible avenues for outside funding, and to utilize all available human resources to enhance the Latch Key program.

To develop parental involvement and support through regular informational meetings or a Parent Advisory Board.

To attend meetings as directed by the Director of Community Educational Services.

To assist in the development of policies and procedures related to the overall operation and improvement of the extended day program.

SUPERVISION OF OTHERS

Direct supervision of all staff assigned to the program.

Indirect supervision of clerical staff for tasks relating to extended day care program.

QUALIFICATIONS

Teaching Degree/Early Childhood Education Certificate preferred.

Work experience in the teaching, extended day or preschool day care fields preferred.

An appearance that reflects positively on the Latch Key program.

CONDITIONS OF EMPLOYMENT

Twelve month contract with 10 days paid vacation and 15 legal holidays.

Health insurance plan.

Salary range - negotiable

Contributed by the School District of Webster Groves, Webster Groves, Mo.

SAMPLE JOB DESCRIPTION FOR SITE COORDINATOR

POSITION TITLE: MISSOURI 4-H ADVENTURE CLUB SITE COORDINATOR

ACCOUNTABLE: 4-H YOUTH SPECIALIST

PRIMARY OBJECTIVE OF POSITION

To supervise the activities of children at the school site and to ensure that the established philosophical principles, educational curriculum, safety and conduct procedures of the 4-H Adventure Club Program are followed.

MAJOR AREAS OF ACCOUNTABILITY

Directs all work activities of the Missouri 4-H Adventure Club Assistants assigned to the Adventure Club Site.

Manages students, plans activities, documents attendance or discipline problems, supervises playground activities and maintains positive relationships with children and parents.

Oversees the contact of substitutes in case of illness. Provides instructions to the substitute so program quality and safety is maintained.

Provides written information, purchases supplies as directed by the 4-H Adventure Club Coordinator and/or 4-H Youth Specialist.

Maintains records as required by the Missouri Division of Family Services, Day Care Licensing Units.

Develops and maintains positive working relationships with key building staff members, such as the building principal, custodians, teachers, and food service workers.

Assumes other responsibilities as assigned.

Site:

Hours:

Salary: $5.05 per hour
Benefits available for staff with 75% or greater appointments.

Program will run from _____ until _____

QUALIFICATIONS:

Proven experience in a preschool or school-age day care setting.

Proven leadership abilities in dealing with staff, students and parents.

60 hours of college with 12 hours in child psychology, early childhood education, or elementary education. May considered someone with two years of experience in a child care center.

Contributed by Missouri 4-H Adventure Clubs.

SAMPLE JOB DESCRIPTION FOR AIDE

POSITION TITLE: ADVENTURE CLUB AIDE

DEPARTMENT: ELEMENTARY BUILDINGS

ACCOUNTABLE TO: BUILDING SITE COORDINATOR

PRIMARY OBJECTIVE OF POSITION

Assists the Site Coordinator in maintaining control of students, planning recreational and educational activities, documenting attendance or discipline problems, supervising playground activities and maintaining positive relationships with children, parents and all school personnel.

Cooperates with other Aides and the Site Coordinator and maintains a working relationship that is both professional and personable.

Accepts responsibility for reporting to work on time and maintaining accurate hourly records of work time.

Helps prepare program materials, assists in the daily set-up and clean-up of program projects, assists in preparing routine paperwork, and attends training sessions as directed by the Adventure Club Program Coordinator.

Assumes other responsibilities as assigned.

QUALIFICATION

High School Education/Early Childhood or Elementary Education.

Knowledge of existing school/Adventure Club policies or procedures which app[illegible] the position.

An appearance that reflects positively on the Adventure Club Program and the School District of Webster Groves.

Human skills such as the ability to work with children, good sense of humor, enthusiasm, patience and the ability to accept responsibilities.

SALARY/HOURS/BENEFITS

As per Salary schedule placement.

Full or Part-Time.

One week vacation after one calendar year of service.

Contributed by the School District of Webster Groves, Webster, Groves, Mo.

SAMPLE INTERVIEW QUESTIONS

GENERAL:

Briefly, tell us about your past experience working with children in a group setting.

Describe your past experience in working with others as a team.

PERSONAL PHILOSOPHY:

Tell us your views on how a school-age day care program is different from school.

What do you think about day care and its effect on children?

CHILDREN MANAGEMENT:

How would you work with children in a group setting when ages range from five to twelve?

It is a rainy day. Suppose you have spent a lot of time in preparation for an activity. About half-way during the structured activity time you notice the children just are not concentrating. They are at a higher energy level than normal. How would you handle this situation? What would you say to the children.

CONFLICT RESOLUTION:

When children fight, do you get involved? How?

How do you feel when children call each other names? Call you names? What would you do?

EMERGENCY PREPAREDNESS:

Suppose you were supervising the playground activities. One of the children just takes off from the playground and runs down the street. What would you do?

One of the youngsters falls from a climbing play apparatus. You are fifty feet away. What would you do?

RELATIONSHIPS:

As the students arrive to the program site, how would you greet them?

What are some things as a member of the staff Missouri 4-H Adventure Club Site that you could do to maintain a positive relationship with:

Parents
Custodians
Principals
Teachers
Other Staff

MISCELLANEOUS:

Given you are selected for the position, there are two requirements before completion of the hiring process. One is to have a statement of health completed by a physician or a nurse practitioner. The second is to have a record review to screen for any possible child abuse violations. Both procedures are required for staff by the Division of Family Services, Licensing Regulations. Do you have any objections to either of these procedures.?

Given you are selected, when could you start?

Contributed by Missouri 4-H Adventure Clubs

SAMPLE EVALUATION FORM

PURPOSES OF EVALUATION

1. To assess and improve instruction.
2. To recognize staff members' special talents and **facilitate** the best use of their abilities.
3. To strive for understanding between evaluators and those being evaluated on the evaluation procedure, the interpretation of the evaluation criteria, the ratings of the evaluator and the staff members employment status.

DEFINITION OF MARKS

O - Outstanding, consistently exceptional.
C - Commendable, surpasses expectations.
A - Acceptable, meets minimum expectations.
U - Unacceptable — does not meet expectations; needs improvement.

I **PERSONAL QUALITIES**

____ a. Likes children.
____ b. Has good speech and **pleasant** voice **at all times.**
____ c. Is able to admit mistakes readily, accepts criticism and uses it for personal improvement.
____ d. Shows enthusiasm and interest in work.
____ e. Has patience and understanding of others.
____ f. Accepts responsibility willingly.
____ g. Pleasing appearance.

II **PUBLIC RELATIONS**

____ a. Presents to the public a favorable image of the Adventure Club Program.
____ b. Is tactful and courteous with parents, co-workers and school staff.
____ c. Takes direction from Lead Teacher.

III **CLASSROOM MANAGEMENT**

____ a. Has complete control of the classroom.
____ b. Assists in the physical arrangements of room.
____ c. Assists in updating of bulletin boards in classrooms.
____ d. Plans weekly activities and lesson plans, follows them closely and turns lesson plans in on time.
____ e. Follows daily schedule.
____ f. Interacts with children when supervising children during play periods.

CLASSROOM MANAGEMENT (Cont'd)

_____ g. Is always on time according to schedule. Correctly records hours daily.

_____ h. **Is attentive to physical classroom conditions conducive to learning.** Demonstrates good housekeeping habits.

_____ i. Creates a pleasant learning environment through classroom management and visual displays.

_____ j. Is attentive to upkeep and repair of instructional materials, equipment and furniture.

_____ k. Uses planning period constructively.

IV **DISCIPLINE**

_____ a. Gives directions positively.

_____ b. Reinforces directions.

_____ c. Keeps things so interesting and enjoyable that there is little need for disciplinary measures.

_____ d. Is alert to the total situation at all times and quick to **redirect a social behavior,** and is always **consistent.**

_____ e. Is sensitive to certain children whose unmet needs make them aggressive. Should deal with child on a one to one basis to be most effective.

_____ f. Tries to prevent things before they happen.

_____ g. Is able to have a time filler ready when planned activity is completed or when children become restless.

_____ h. Is polite, courteous and shows respect for all children.

_____ _____

AIDE LEAD TEACHER

_____

DATE

_____

SITE COORDINATOR

Contributed by Webster Groves Adventure Club, Webster Groves, Mo.

SAMPLE OBSERVATION LOG

Report of Program Coordinator/Site Coordinator

NAME _____ A.C. SITE _____

Date of Observation	Time of Observation	Length of Observation	Subject Observed	Conference Conducted	Comment

_____ _____

Date Signature

CHILD ABUSE AND NEGLECT (CA/N) RECORDS, CRIMINAL RECORDS SCREENING OF EMPLOYEES

Throughout the program, all new employees should go through a records screening through the Division of Family Services (DFS) State Office. This precaution will protect children from child abuse by enabling employers to use selected CA/N record information to help determine if a potential employee or person in their service who works with or around children will present a danger of child abuse to the children served.

CRS-1 forms are available from the Division of Family Services. This form may be completed by the individual to be screened or the site coordinator. The form is then signed by the site coordinator and mailed to DFS in Jefferson City. The screening is completed by the Child Abuse Screening Unit in DFS. The response to the site coordinator will include information pertaining to the nature and disposition of any report or reports of abuse or neglect revealed by the examination of the Child Abuse and Neglect Central Registry.

MISSOURI DEPARTMENT OF SOCIAL SERVICES
DIVISION OF FAMILY SERVICES
CRIMINAL RECORDS SCREENING UNIT
APPLICATION FOR RECORD REVIEW

ALL EMPLOYEES — MAIL FORM TO: DIVISION OF FAMILY SERVICES, C.R.S.U., P.O. BOX 88, JEFFERSON CITY, MO 65102

ALL PERSONS APPLYING FOR LICENSURE — OR HAVING A HOME STUDY COMPLETED: GIVE FORM TO DFS LICENSING WORKER

IDENTIFYING DATA (PLEASE PRINT)

1 APPLICANT'S NAME (LAST) (FIRST) (MNI) (JR., SR., III)				2 DATE OF BIRTH / /
3 SEX	4 RACE	5 SOCIAL SECURITY NUMBER	6 DRIVER'S LICENSE NUMBER ☐ NONE	7 STATE

PLEASE ENTER RESPONSE TO 3 AND 4 ABOVE AS FOLLOWS

SEX: M-MALE; F-FEMALE **RACE:** W-WHITE; B-BLACK; H-HISPANIC; I-AMERICAN INDIAN; A-ORIENTAL, ASIAN OR EAST INDIAN

BACKGROUND INFORMATION

1 ALL NICKNAMES

2 MAIDEN NAME

3 ALL ALIASES

4 ALL OTHER NAMES FORMERLY USED	5 PLACE OF BIRTH (CITY AND STATE)

6 PRESENT ADDRESS (STREET) (CITY) (COUNTY) (STATE) (ZIP CODE)

7 TELEPHONE NUMBERS WHERE APPLICANT CAN BE CONTACTED (GIVE HOME NUMBER FIRST)	8 ALL PLACES OF RESIDENCE OTHER THAN MISSOURI FOR PAST 10 YRS. (CITY & STATE) (ATTACH SEPARATE PAGE, IF NECESSARY)

9 ALL PREVIOUS RESIDENTIAL ADDRESSES FOR THE PAST 5 YEARS (ATTACH A SEPARATE PAGE, IF NECESSARY)

(STREET) (CITY) (STATE) (ZIP)	(STREET) (CITY) (STATE) (ZIP)
(STREET) (CITY) (STATE) (ZIP)	(STREET) (CITY) (STATE) (ZIP)

10. List date, place (including county) for any criminal acts other than traffic offenses for which you were arrested, charged or convicted in any state of the United States whether or not incarceration actually occurred:

☐ NO, I HAVE NOT BEEN ARRESTED, CHARGED OR CONVICTED OF ANY SUCH OFFENSE

DATE (CITY) (STATE) (COUNTY)	DATE (CITY) (STATE) (COUNTY)

CIRCUMSTANCES (IDENTIFY CHARGES) ATTACH A SEPARATE PAGE, IF NECESSARY

11. List date, place, and a brief account of the circumstances surrounding any non-criminal child abuse which resulted in the physical, mental, or emotional abuse or neglect, or sexual abuse of a child which was substantiated and documented by state social workers but not necessarily proven in court, whether or not a criminal conviction of any kind also occurred:

☐ I HAVE NOT BEEN INVOLVED AS A PERPETRATOR OF ANY SUCH INCIDENT

DATE (CITY) (STATE) (COUNTY)	DATE (CITY) (STATE) (COUNTY)

CIRCUMSTANCES (ATTACH A SEPARATE PAGE, IF NECESSARY)

I hereby swear under penalty of perjury that I am the Applicant for a Record Review and that the information provided in this application is true and accurate. Via my signature, I hereby grant the Department of Social Services my unqualified permission to make inquiry into any and all information relevant to this "Application for Record Review." I further waive all rights to confidentiality regarding such information and forever release the Department of Social Services and its agents and employees from all liability regarding the lawful use of the information.

By my signature, I also affirm and recognize that in the event I have furnished false information or have failed to furnish required information for a criminal record review on this application or for the employment history given to my employer, I will be guilty of a class D felony pursuant to Section 210.860 and Chapter 595, Revised Statutes of Missouri.

*SIGNATURE OF APPLICANT/EMPLOYEE (FOSTER PARENT AND OTHER HOME STUDY APPLICANTS SIGN HERE IN INK)	DATE	*NO APPLICANT SIGNATURE IS REQUIRED IF THE APPLICANT IS A PROVIDER SEEKING APPROVAL FOR LICENSURE. IF THE APPLICANT IS A PROVIDER AGENCY RATHER THAN A PROVIDER'S EMPLOYEE, ONLY THE SIGNATURE BELOW IS REQUIRED.
SIGNATURE OF PROVIDER/EMPLOYER (IN INK)	DATE	TITLE
NAME OF FACILITY OR AGENCY	ADDRESS OF FACILITY OR AGENCY	

I hereby affirm by my signature above that the information contained herein was personally supplied by the employee or prospective employee who is the Applicant for Record Review.

MO 886-0781 (11-85) CRS-1 (R/11-85)

FINANCES

After the needs assessment stage and while designing the program, the finances for the program should be identified. Many districts may want to construct a sample budget as the very first step of the entire process. Program administrators, the governing board and parent advisory council should design a program based on a realistic budget in order to facilitate the smooth functioning of the program. It would be helpful to research other budgets with similar program needs.

A fee schedule should be established which is in line with other area child care centers. The fee schedule should reflect consideration of the differing and changing schedules of parents. There should be different prices for differing amounts of use.

Also, sliding fee schedules and scholarships should be available for qualified families. The budget should reflect the salary schedules and fringe benefits for the program employees. Donations of supplies and services from area businesses should also be reflected in the financial picture.

SAMPLE BUDGET

Based on 100 Children in attendance and 25 program hours per week

SALARIES

Program Coordinator	$200/wk x 45 weeks	$ 9,000.00
Site Coordinator	$140/wk x 38 weeks	5,320.00
Staff (10)	$ 90/wk x 38 weeks	34,200.00
		$48,520.00

PROGRAM

Supplies	$ 4,300.00
Food	6,500.00
Transportation	6,000.00
Field Trips	700.00
Insurance	1,500.00
Space	5,000.00
Staff expenses (mileage, medicals)	600.00
Furniture and equipment	2,000.00
Administrative overhead (Payroll expenses, benefits...)	10,000.00
	$36,600.00
TOTAL	$85,120.00

Fees should be based on total expenses.

$85,120.00/36 weeks/100 children = $24.00 per week.

COSTS AND RESOURCES

The costs of operating school-age child care programs are typically estimated by the following percentages.

Personnel	$17	(68%)
Space	$ 3	(12%)
Supplies/Equipment	$ 1	(4%)
Food	$ 2	(8%)
Miscellaneous	$ 2	(8%)
Total	$25/wk	(100%)

PUBLICITY AND ENROLLMENT

School administrators and program staff should develop ongoing publicity concerning the school-age child care program. There should, of course, be special emphasis on publicity prior to the opening of the program. This will help to identify initial participants, ensure the continuity and growth of the program and develop a community awareness of the services offered.

Some effective methods of publicity are to:

- Write news releases.
- Use church bulletins.
- Distribute flyers through schools, churches, and businesses.
- Develop radio public service announcements.
- Contact parent/teacher organizations and associations.
- Educate service organizations.
- Use newsletters.

Enrollment should open at least thirty days before the program begins. Parents should complete all enrollment and health forms, pay a registration fee, be given the parent handbook and be informed of parent orientation dates.

SAMPLE REGISTRATION AGREEMENT

1. I understand that I am committing myself to participation in the Adventure Club program for the duration of the school year and/or summer program unless unforeseen events make withdrawal necessary.

2. I understand that I am responsible for payment every two weeks of contracted fees, paid in advance. Checks are to be made payable to: COMMUNITY EDUCATIONAL SERVICES and sent to:
   ADVENTURE CLUB, 222 West Cedar, Webster Groves, MO 63119.

3. I understand that my child **will not be released** to any person(s) **not listed** on the application form.

4. I will sign my child(ren) in and out daily.

5. If my child is having problems in the program, a conference will be arranged between the parent, staff and Program Coordinator.

6. The Adventure Club reserves the right to terminate Child Care Services if it is determined that placement is unsatisfactory.

7. I understand that if bad weather forces the cancellation of regular school, Adventure Club will also be closed.

8. I have read, and agree to, all policies and fee procedures outlined in the Parent Handbook.

_____ _____

Signature Date

Contributed by Webster Groves Adventure Club, Webster Groves, Mo.

SAMPLE ENROLLMENT FORM

NAME OF CHILD _____ SEX _____

HOME ADDRESS _____ ZIP CODE _____

AGE _____ DATE OF BIRTH _____ CODE _____ WEEKLY FEE _____

HOME SCHOOL _____ GRADE IN FALL _____

Parent(s) or Guardian(s) with whom child resides:

NAME _____

Place of Emp. _____ Phone # _____ _____
Mother Work Home

Place of Emp. _____ Phone # _____ _____
Father Work Home

Family Status: Married ____ Separated ____ Divorced ____ Single ____ Either Deceased ____

CHILD'S DR.'S NAME _____ ADDRESS _____

Dr.'s Phone # _____ EMERGENCY # _____

Allergies or Chronic Conditions _____

_____

_____

Person to be notified in case of emergency when Parent or Guardian are unavailable:

NAME _____ ADDRESS _____

Relationship to Child _____ Phone # _____

Your child will attend the Adventure Club weekly on:
(Please check days and indicate times.)

Monday _____ Time _____ Tuesday _____ Time _____

Wednesday _____ Time _____ Thursday _____ Time _____

Friday _____ Time _____

My child will be absent on a regular basis on _____ from _____.
day hours

Reason: _____

_____

Parents are allocated two weeks vacation during the School Year Session. Please indicate vacation dates below:

Vacation Dates: _____

Person(s) authorized to call for my child:

NAME _____ Phone # _____

NAME _____ Phone # _____

Please share with us any information that would be useful in providing for your child's needs:

_____

_____

_____

If any parent would like to serve as a resource person or participate in any themes, please indicate below:

_____

_____

Contributed by Webster Groves Adventure Club, Webster Groves, Mo.

SAMPLE WAIVER FORM

September 10, 1985

Dear Adventure Club Parents:

One of the Adventure Club policies is that "when a child is arriving or departing, he/she be accompanied by a parent or other authorized person at all times." This is done for the protection of the child. However, a parent may request an exception to this policy due to special circumstances.

In such cases, the Adventure Club coordinator may decide to grant a waiver/authorization which **must** be signed by both parties. If a waiver/authorization is signed, the School District of Webster Groves reserves the right to terminate the waiver/authorization agreement with proper written notice to the parent.

ADVENTURE CLUB WAIVER/AUTHORIZATION FORM

_____ hereby authorizes the Adventure Club staff at _____ from Adventure
Parent(s) Name School

Club care at _____ each day. I fully understand that I will accept full responsibility for the well-
Time

being of the child after he/she leaves the Adventure Club program site at the designated time and that the Adventure Club is hereby absolved of any responsibility for providing care or ensuring that the child arrives home safely.

Dated: _____ _____
Parent or Guardian

_____ _____
Child's Name Adventure Club Coordinator

Contributed by Webster Groves Adventure Club, Webster Groves, Mo.

Date _____

_____

SAMPLE SIGN-IN SHEET

ROOM _____

NAME OF CHILD	TIME IN	SIGNATURE	TIME OUT	SIGNATURE

SAMPLE LATE PARENT FORM

Date: _____

School: _____

Employee: _____

Overtime: _____

NAME OF PARENT: _____

NAME OF CHILD: _____

DATE OF OFFENSE: _____ TIME: _____

STEPS TAKEN TO CONTACT PARENT: TIME:

_____

_____

_____

_____

_____

REASON PARENT WAS LATE:

_____

_____

_____

_____

_____ _____

Parent Signature Employee Signature

_____

Lead Teacher Signature

_____

Program Coordinator

SAMPLE MEDICAL EMERGENCY TRANSPORTATION AND TREATMENT AUTHORIZATION

In the event that my child _____, is injured or becomes ill and/or needs medical attention for any reason whatsoever, and (I) (we) cannot be contacted, this Authorization will serve as (my) (our) request and authority for the school authorities to call a private ambulance service for the purpose of conveying my child to the hospital, doctor or to the proper Medical Facility and that (I) (we) authorize any and all medical treatment provided to my child.

(I) (We) request my child, _____, be taken to _____ Hospital and/or to Dr. _____, or to any Medical Facility deemed necessary by the School Authorities.

(I) (We) fully understand that (I) (we) shall be responsible for all costs of ambulance service, and any and all medical care and/or treatment provided to my child.

Date _____

_____

Parent or Guardian

_____

Address Zip

_____

Home Phone #

_____

Work # Mom

_____

Work # Dad

PROGRAM IMPLEMENTATION SECTION III

PROGRAM CONTENT

From the planning phase through the evaluation cycle, program staff should continually assess program content and daily activities.

Basic program elements must be based on the understanding of the different stages of development (social, emotional, intellectual, and physical) in order to create an environment that:

- Is more home-like than school-like
- Fosters autonomy/independence, cooperation and self-control, choice, and responsibility
- Encourages creativity, permitting freedom within set limits
- Provides activities reflecting different needs and respecting cultural diversity.

Program content might include:

- Social, recreational and physical activities
- Opportunities for small group and solitary activities
- Opportunities to read and to be read to
- Opportunities for vigorous play interspersed with quiet, reflective activities
- Special events such as field trips
- Choices of art, music, drama, movement and cooking
- Opportunities to experiment and explore
- Study time/tutoring, if age-appropriate and needed.

Activities should be created to broaden a child's experience base and to help the child see the connection between himself, the school and the community. In addition, activities should promote cognitive and social growth, stimulate a child's imagination and provide learning opportunities. The interests of the child should be balanced with the ongoing direction of the staff.

To accomplish this:

- Select areas of recreational and educational interest to children.
- Coordinate with seasonal events such as holidays or special circumstances.
- Choose and develop activities that build on previous experiences.
- Address the needs of both individual children and small groups.
- Develop cooperative efforts with local agencies and groups which offer recreational and educational opportunities for children (i.e., Easter Seals offer excellent ideas for education of children with handicaps).
- Provide activities such as: field trips, group projects and interest centers, and community educational and recreational opportunities (i.e., local dancing schools, karate centers, YMCA, YWCA, Park and Recreation Department, Girl Scouts, Boy Scouts, 4-H, et cetera).
- Organize clubs around a specific interest or topic for short-term periods.

PLANNING ACTIVITIES

ATTENTION SPAN

When planning activities for children in an after-school situation, remember that these children have been in school for most of the day and will most probably be at a low level of attention. Emphasize activities that would be in a doing mode rather than a sitting-quiet mode. Include projects that require activity, especially repetitive physical activity. Put breaks into your activity plan for play whether it be planned or free time. Change your methods of teaching often. This can range from three to four minutes for eight-and nine-year olds, to ten to fifteen minutes for eleven- and twelve-year olds.

MAKING LEARNING FUN

Because this is an after-school activity, students will be looking for activities that will be fun. Keep the activities light and informal. Competitive activities can be fun, but make sure everyone involved can expect to be a winner and be part of the group. Developing an esprit de corps is a very exciting part of competition. Games, role-playing, and judging can be excellent methods of teaching and are fun for members. Activity planning is a continuous job of evaluating what has been done and using that as a guide to what will be done in the future. Input by children into what they will be doing heightens their participation and enthusiasm.

ACTIVITY PLAN

Material Needed
List material that would be needed by youth to participate in that activity.

Materials Prepared Before Activity
List materials that need to be prepared in advance.

Background Information
Most people like to know why they are doing something. Children aren't any different. Put down some background information on the activity. Make the background information brief and to the point; do not make this the major portion of the activity.

Directions for the Activity
Use a short and concise outline. If the children can read, write the directions at their level.

Special Learning Hints

Include ideas that make an activity fun and interesting. "Brainstorm" for these hints before you get into the activity.

Summary (Evaluation)

Evaluate the responses of the children to the activity. Adjust the activity as needed.

Approximate Time

Be flexible in the amount of time allowed for an activity. Many short topics might only take 15 minutes, while some might be several hours spread over several days. Time can also be evaluated and adjusted after you have given an activity once.

SAMPLE ACTIVITY PLANNING FORM

Title:

Materials Needed:

Materials Prepared before Activity:

Background Information:

Directions for Activity:

Special Learning Hints:

Summary (Evaluation):

SAMPLE ACTIVITY PLAN

Audience: K-6

LIFE SKILLS: Social Interaction/Subject Matter Knowledge

ACTIVITY: Planting a Terrarium

(An older group of children may want to make individual terrariums; younger children may want to make one large terrarium as a group activity.)

Materials needed:

- Clean, interesting-looking containers
- Soil
- Fertilizer
- Drainage material (small rocks or coarse gravel)
- Flat velvety woods moss
- Small plants

What to do:

1. Place the gravel or small rocks in the bottom of the containers.
2. Mix a teaspoonful of fertilizer with the soil. Use less fertilizer for a small terrarium.
3. Place the soil on top of the gravel or rocks.
4. Place your moss, and plant your plants in an interesting arrangement. Younger children will need help making decisions.
5. Cover open vessels loosely to decrease loss of moisture.
6. Water as needed.

SAMPLE PLANNING GUIDE

WEEK AT A GLANCE

AFTER SCHOOL ACTIVITY PLAN

	Free Choice	Snack/Group Planning	Planned Activities	Notes
Time				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Staff _____ Children _____

*Contributed by Missouri 4-H Adventure Club

CHILD DEVELOPMENT CONCEPTS

Before- and after-school programs for children must be designed to meet the developmental needs of school-age children. Most children follow a fairly predictable pattern of growth and development. By being aware of the pattern, educators can better plan for activities and learning which corresponds to the child's physical, mental, social, emotional, and vocational needs. A brief synopsis of categories of childhood follows.

EARLY CHILDHOOD - AGES 3 TO 5

PHYSICAL DEVELOPMENT

More rapid growth in weight and height is observed at the beginning of this stage, tapering off into a steady growth rate. The child has a full set of baby teeth. The body is growing from head down and from trunk to extremities. There is an increase differential of muscle control with large muscles easier to control than small muscle groups. The child is developing manual dexterity and hand-eye coordination.

MENTAL DEVELOPMENT

Memory processes continue to improve. The child begins to understand concrete concepts. Cognitive style to problem solving (reflectivity versus impulsivity) is apparent. There is overt exploration of concrete objects and the child is easily distracted and physically active. There is more learning through observation followed by imitation. Language progresses from subject-verb-object to include more adjectives and adverbs.

SOCIAL DEVELOPMENT

Play progresses from solitary to parallel to cooperative. The child may exhibit aggressive behavior if blocked from a toy or possession. Often the child has imaginary friends. By end of this stage, a child readily joins friends in play.

EMOTIONAL DEVELOPMENT

There is a strong desire for recognition of parents. The child's gender identification is emerging. Fears of noise and strange objects decline in frequency, while fears of imaginary creatures, being alone, the dark, animals, and threat or danger increase in frequency. Exploratory behavior to learn to live with oneself is normal development. Children initiate activities, plans, and ideas.

VOCATIONAL

Fantasy and imagination is mixed with real world situations. Role-taking in play is one method to explore the real world. The child is learning gender identity.

MIDDLE CHILDHOOD - AGES 6 TO 8

PHYSICAL DEVELOPMENT

As compared to early childhood or infancy, the growth rate is slow and steady. Childhood diseases are most likely to occur. Muscular coordination and control are uneven and incomplete. Large muscles are easier to control than small. Manual dexterity and hand-eye coordination continue to develop.

MENTAL DEVELOPMENT

During this stage children learn to read and understand numbers. Children begin to understand abstract concepts, as well as concrete concepts from the preceding age level. Interest span is short, and activities should be geared to accomplish immediate goals. Learning is best if the child is physically active. The child comprehends the value and use of money and wants to produce well-made objects.

SOCIAL DEVELOPMENT

Peer influence grows during this stage. Most children will have a "best friend" and often an "enemy." Friends are more than likely to be of the same sex. Failure is not accepted. To win, to lead, or to be first is learned early.

EMOTIONAL DEVELOPMENT

There is a strong desire for the affection of parents. The fear of losing parents is dominant. Shyness may be present until the child has experienced some success. Ability to empathize develops. The child distinguishes people into in-groups and out-groups. Experimental and exploratory behavior should be regarded as part of development. Inner control (conscience) is being formed.

VOCATIONAL DEVELOPMENT

This is a fantasy state. Occupational exploration often becomes a matter of role-taking in play. The concept of self as student, boy or girl, and friend emerges. Sex roles are being developed. Value of work is being learned. Independence in the youth community (school, church, and youth organizations) begins to emerge.

LATE CHILDHOOD - AGES 9 TO 11

PHYSICAL DEVELOPMENT

Growth continues in weight and height. Children at the end of this stage may enter puberty and experience a growth spurt as they enter early adolescence.

Small muscle coordination rapidly develops. Energy abounds, and overstimulation is possible in active competitive activities.

MENTAL DEVELOPMENT

Reading becomes an individual experience. Attention span increases, and concentration for 30 minutes is possible. Activities that provide variety and interest may hold attention for hours. There is a need for self-expression and self-directed activities. A need develops to know the "why" of things. Ability to deal with abstractions continues.

SOCIAL DEVELOPMENT

Importance of a peer group increases to the point that acceptance of peers is a reward. Prejudice can develop during this period. "World view" expands from home to neighborhood and local community. Sibling rivalry is common. Both cooperation and limited competition are enjoyed. Cooperation is more difficult to learn than is competition. Sex role identification continues to develop—to the point of excluding the opposite sex.

EMOTIONAL DEVELOPMENT

Indications of growing independence occur—disobedience, back talk, and rebelliousness. Common fears are the unknown, failure, death, family problems, and nonacceptance. Concept of right and wrong continues to develop. Serious emotional disturbances can result from rigorous competition set up by adults. Withdrawal, depression, and cruelty may be indications of failure to develop emotionally. The child is ready to face consequences of decisions or mistakes.

VOCATIONAL

Occupation considerations and preferences are based on personal abilities and capacities, as well as interests. The occupation they expect to enter has less prestige than the one they hope to enter. Self-image as "worker" begins to emerge. Girls tend to consider occupations that will put them into contact with nice people, including potential husbands, while boys tend to consider occupations on the basis of the nature of the work.

EARLY ADOLESCENCE - AGES 12 AND 13

PHYSICAL DEVELOPMENT

There is an increase in weight and height. Reproductive system and secondary sex characteristics develop. Girls may experience this earlier than boys. Speed and coordination improve.

MENTAL DEVELOPMENT

The child uses highly abstract concepts, is able to consider hypothetical and future events, questions adult statements, evaluates adult values and is able to coordinate several related factors.

SOCIAL DEVELOPMENT

There is a need to feel wanted and accepted by peers. In the "gang stage," friends of the same age and gender become important. They want to dress, talk, and do as the gang does. There is a striving for increased freedom from adult controls, a need for privacy and a degree of independence. The child begins to feel like an adult member of the family.

EMOTIONAL DEVELOPMENT

A child becomes introspective and feels unique. This is the "You just don't know how I feel" stage. A child becomes self-conscious and sensitive to criticism, may lose self-confidence and feel inferior to others. A child becomes attached to friends and to adults other than parents and may exhibit common fears of the unknown, failure, death, family problems, and nonacceptance.

VOCATIONAL

Occupational considerations become more complex and realistic, as cognitive skills improve and knowledge of the work world becomes more complete. When considering occupations, the child will consider and progress to incorporate an assessment of abilities.

DAILY SCHEDULE

Once program content and activity planning have been established, the daily schedule should be determined.

A daily schedule should be developed that can:

- Build upon the varied interests of the children
- Consider the range of experiences an activity can provide
- Utilize community events and celebrations
- Recognize the special talents and interests of the staff; take advantage of staff expertise and ideas
- Be flexible and alert to special circumstances and events
- Allow for both structured and unstructured activities
- Consider providing nutritional snacks and/or meals
- Determine how much supervision the activities will entail.

SCHEDULE DESCRIPTIONS

An important basic understanding of an SACC program is that children have been or will be involved in school for a considerable portion of the day. They have often been in a regimented routine which has allowed for activity generally only of a group nature. One adult has perhaps been available for interacting with 20 to 35 children. If children are returning to a home environment, they would be personally recognized and welcomed by someone with whom they have an intimate relationship. They would have personal space to which they return to put favorite belongings or pick up objects they wish to play with, and they would have some food following arrival home. In addition, many children of middle school age may go outside to play in the neighborhood with a number of other children in what, to them, is often the "real" activity of the day. In following the principle that the after-school program needs to provide a natural and supportive environment for children insofar as possible, planning the schedule should attempt replication of a personalized experience after the school day. At a minimum, the schedule should be broadly outlined and kept consistent, except for clearly understandable reasons known to the children for alteration. The schedule should include consistent time for a personalized, authentic greeting.

Recognize each child entering the program. This might not always be the moment they enter the room, but there needs to be an exchange between one of the

stable adults in the program and each child everyday. This is not only an exchange of warmth in the relationship, but a check-in point at which time the adult can ascertain how the child is feeling and if there are special needs and considerations which need to go into altering plans for the day.

THE FIRST HOUR

The first hour in the program is an important transition time for children. "Hellos" and welcoming are very important, as they help children feel comfortable and make the transition from school to the program easier.

Children should first be given time to put their belongings away in "their own place." This place could be a cubbyhole, a closet, a coat hook or shelf. The staff should provide time for children to share the experiences of their day and show special papers they are bringing home. Research shows us that having an adult to share these important few minutes with is very important to children.

After getting organized and oriented to their new surroundings, children need a few minutes to unwind from a day at school. Each child will do this in his/her own way. The staff need to recognize this time as important and provide an environment that can be individualized. Some children will need an outdoor place to work off excess energy and to be noisy. Other children will need a "homey" quiet place to relax. An outdoor playground that is supervised during "free play" and an indoor area with a rug and large pillows or a couch are ideal.

STRUCTURED TIME

After children have had this unstructured time, they are now ready for some structured group time. Snacks provide a chance for the children to come together, get "fueled" up for the afternoon, and spend time planning the activities which they will enjoy. Participation of children in the planning process of the activities is crucial to the success of the program. Children need to "buy into" the program to feel that it belongs to them. If they contribute to the ideas, they will more easily buy in. They will look at the program as an enriching experience and not just babysitting.

SAMPLE DAILY SCHEDULE

6:30-8:30	Outside Play/Free Time
7:30-8:00	Breakfast
8:30-9:00	Group Discussion/Sharing/Show and Tell
9:00-10:30	Theme of the Week
10:30-11:30	Play Period
	K-1 - Margaret Park
	2-6 - Avery Playground
11:30-12:00	Lunch
12:00-12:30	Story Time (or Prepare for Swimming)
12:30-1:00	Reading Time
1:00-1:30	Quiet Time/Table or Floor Activities
1:30-2:30	Play Period
2:30-3:30	Rest Period
3:30-4:00	Snacks
4:00-5:00	Theme/Crafts/Special Events
5:00-6:00	Clean Up/Free Time

FACILITIES, EQUIPMENT AND MATERIALS

Indoor and outdoor sites should be identified that allow for maximum use of the facility and that create an atmosphere for varying activities to occur.

Indoor space should be safe and plentiful, warm and home-like. It should be made appropriate for individual and group activities and projects. The program should ensure that there are adequate storage areas for materials which are easily accessible to children, while adequate for staff needs. Toilet facilities should be nearby and accessible to the children. Easily moveable furniture (pillows, fold-up couches, rugs, etc.) will probably have to be purchased and storage space allotted.

Outdoor space must be in a safe location and close to other program areas. The setting should be conducive to creative play and games.

Equipment and materials for daily use should be varied and in sufficient amount. There should be both structured and unstructured items and specialized outdoor equipment as needed. Consider using contributions of "no-cost" items such as egg cartons and computer paper.

SAMPLE — SUPPLIES

	Feb.	Mar.	Apr.	May	June
1 pkg. manilla - 9 x 12					
1 pkg. manilla - 12 x 24					
1 pkg. Styrofoam cups					
1 box craft sticks					
2 boxes markers - small					
2 pkgs. notebook loose leaf paper					
1 doz. 4-16 crayons					
1 box Kleenex					
2 Scotch tape					
2 masking tape					
1 box assorted colored tacks					
2 8 oz. glue					
1 stapler					
1 box staples					
4 boxes modeling clay					
1 box chalk					
1 box giant paper clips					
1 box small paper clips					
2 boxes fasteners (brads)					
1 pkg. lg. paper plates					
1 doz. paint brushes (for Tempra paint only)					
2 containers glitter, (gold, silver, green, red, blue)					
1 doz. scissors					
1 bottle Tacky Glue used for special art projects					
1 box toothpicks					
1 ball twine					
1 sm. bag of felt					
1 felt eraser					

ADVENTURE CLUB — SUPPLIES (Con't)

	Feb.	Mar.	Apr.	May	June
Rulers					
1 bag assorted rubber bands					
1 bag 9″ balloons					
3 ink pens					
1 pr. scissors (Teachers Only!)					
2 doz. pencils					
Giggly eyes on hand when needed					
Crepe Paper - 1 white					
1 purple					
1 orange					
1 pink					
1 yellow					
1 red					
1 doz. 12″ rulers					
Feathers - 1 pkg. red					
1 pkg. white					
1 pkg. yellow					
1 pkg. green					
Small paper bags					
Construction paper - 1 orange					
1 yellow					
1 green					
1 black					
1 violet					
1 pink					
1 blue					
1 brown					
1 white					
1 red					
Tissue paper					
Large markers					
Pom poms					

SCHOOL SNACKS

Snacks are an important part of any program. Children need to eat at frequent intervals for renewed energy and so they won't get overtired and irritable. The opportunity to teach children to eat and enjoy a wide variety of nutritious foods is also enhanced by providing snacks in the after-school program. Good food habits help prevent cavities, obesity, and anemia problems for many school-age children.

Choose snack foods like the ones listed below which are packed with important nutrients. These foods are also low in fat, salt, and sugar.

GOOD CHOICES

- —Applesauce
- —Canned fruit packed in own juices or light syrup
- —Yogurt
- —Cheese strips or cubes
- —Hard-boiled eggs
- —Dips and spreads, such as peanut butter dip, bean dip, egg salad, cottage cheese, ricotta cheese dip, liver spread, meat spread
- —Fresh fruit
- —Fruit juices with no sugar added
- —Fruit-juice popsicles made in ice cube trays or paper cups
- —Peanut butter on whole-wheat bread
- —Raw vegetables, such as celery sticks, carrot sticks, cauliflower pieces, broccoli pieces, green pepper strips, radishes, cherry tomatoes, cabbage wedges, mushrooms
- —Seeds and nuts, such as sunflower seeds, peanuts in shells
- —Vegetable juices, such as tomato
- —Unsweetened, ready-to-eat cereal and low-fat milk
- —Enriched or whole-grain breads, crackers, and biscuits
- —Tortillas which can be wrapped around meat, cheese, or vegetables
- —Meat cubes on a toothpick
- —Refried beans
- —Dried fruit

POOR SNACK CHOICES (These foods are high in fat, sugar, and/or salt)

- —Candy
- —Hard candy

—Suckers
—Donuts
—Sweet rolls
—Jello
—Milk shakes
—Malts
—Pie
—Cake
—Cookies
—Popsicles
—Regular chewing gum
—Soda
—Sundaes
—Sweetened fruit drinks
—Fruit-flavored drinks
—Potato chips
—Pretzels
—Sugar-coated cereals
—Cereals made of sugar
—Jelly
—Syrup
—Honey
—Chocolate
—Pastries

Plan to serve at least two different items at each snack time, such as milk and cereal, or cheese and crackers, or English muffin and apple juice.

Serving sizes are - 1 cup of drink
1 slice (or 1 ounce) of bread group
1 ounce of meat group

HINTS FOR SUCCESSFUL SNACK TIME

—Choose easily managed finger foods.
—Choose easily prepared foods.
—If your facility does not have a refrigerator, choose snack foods that can be stored at room temperature.
—Serve family style.
—Adults should eat the same snacks as the kids and eat with them.
—Discuss with kids the foods being eaten.
—Give only a spoonful of unfamiliar foods.

—Serve familiar foods with an unfamiliar food.
—Don't force, coerce, or withhold food.
—Don't use food as a reward.
—Have children set or clear the table, or both.
—If possible, have children help prepare the snack.
—Don't rush snack time to get on to their activities.
—Be careful not to relay your food beliefs and attitudes. (i.e., "Uch! Liver!")
—Have children help plan the snack menu for the week or month. If they suggest the food, they probably will eat it.
—If you are near a grocery store, you may want to let the youngsters do the shopping.

CHILD GUIDANCE

An area where school-age programs must make an adjustment from preschool programs is in the rules which govern children's behavior. The same rules which apply to younger children will seem demeaning and foolish to the school-age child.

The necessary amount of freedom and limits varies from child to child. Some children appear to need a high fence; others can manage with a low one. It is important that children know that outside limits have been set to help maintain self-control and that these limits will be enforced. Deciding upon limits for each child is often a difficult task. It can be helpful to evaluate limits in terms of these questions:

- Is this limit necessary for the child's safety?
- Is it necessary for the protection of property?
- Is this a limit which is still necessary, or has it been outgrown?
- Is this limit primarily for the convenience of adults?
- Does this limit prevent trying new things and experimenting?
- How can the limit be enforced?

Better cooperation is usually received when limits are few and enforceable and when a child has freedom to make decisions within the boundaries of the limits.

School-age children are developmentally ready for responsibility. Involving children in the development of the rules and guidelines for behavior in the program may make them more responsible in following them.

What should after-school program staff do when children continually misbehave? First, look at why children misbehave. Children misbehave because **they are children.** They lack adult perspective and respond emotionally or impulsively to situations. In fact, misbehavior is really a normal part of childhood. As they grow older, they slowly develop a conscience, manners, the ability to reason, and built-in behavioral controls which keep them on an even keel with friends, family, and society.

Some reasons children may misbehave:

- They want attention.
- They want to test authority.
- They need to fit an image.
- They lack knowledge and experience.

Children may misbehave because:

- They feel rejected.
- They are upset.
- They are discouraged.
- They lack confidence.
- They feel unloved.

Using positive guidance techniques can help staff work well with school-age children. Guidance should:

- Help a child learn to get along with others.
- Teach a child to behave in an agreeable way.
- Help a child learn self-control.

Suggestions for guiding children:

- Focus on do's instead of don'ts.
- Build feelings of confidence.
- Change the setting.
- Give choices.
- Give the security of limits.
- Listen to yourself and the child.
- Set a good example.
- Show your concern in ways a child can understand.
- Redirect the child's negative behavior into more constructive activities.
- Express displeasure honestly, describe the actual problem clearly, and firmly state the expectation for appropriate action.
- Never label children.
- Remove the child from the group for a short period of time.
- Listen actively to the child's expression of anger or hurt.
- Let the child know through eye contact, words, and/or body language that you believe a child can assume self-control.
- Try to find out what is causing the problem.
- Help the child to rejoin the group when he or she chooses.
- Set fair and reasonable limits for a child's behavior.
- Help older children to develop their own rules and limits.
- Respond consistently to a child's behavior.
- Provide opportunities for cooperative interaction among peers.
- Remain alert to a child's behavior and anticipate loss of self-control in ways that support a child's coping skill.

SAFETY

Safety procedures and rules should be incorporated as part of the policies of the school-age child care program. "Safety consciousness" should be present at all times. Training should be held for the following areas:

- Field trips
- Transportation
- Health
- Medicine distribution
- Medical emergencies
- Fire escape
- Tornado procedure.

Medical records containing emergency contacts and parent's or guardian's signature should be with the group at all times. Emergency telephone numbers, such as fire, ambulance, poison control center, sheriff/police, and rescue squad, should be visible at all times. The school-age child care staff **must have access to a telephone.**

In order to have a safe and healthy environment for all children, school-age child care staff should have a knowledge of basic first aid principles. This should be part of an inservice training program. Local Red Cross representatives are a good source of training.

SAMPLE SAFETY RULES

WALKING TRIPS

1. Staff should inform children of the destination and go over **all** rules.
2. Line children up at door. Use buddy system (partners).
3. Count all children; record number **on paper. Take list of emergency numbers for all children and first-aid kit.**
4. Children are to stay with partners to and from destination.
5. Stay on sidewalk and **stop** at all corners. Staff member leading group will go into street, stop all traffic and wait until all children have gotten to the other side (another staff member should lead children across street). Children will wait on curb until entire group has assembled — then proceed. If group is larger than 50, two staff members will stand in street. Children are to be strictly supervised and asked to cross the street **quickly and orderly.** No playing, running or loafing.
6. When walking with group — **one** staff member should **lead, one in middle, one at end** of group. **Children are not to talk to strangers or to pet animals.**

UPON REACHING DESTINATION

1. Children are to stay in designated areas only.
2. Children must ask permission to use restrooms and inform teacher (who gave permission) when returning.

WHEN LEAVING

1. Take count.
2. Follow all procedures on return.

BUS TRIPS

1. Review all rules.
   A. No standing — stay in seat **at all times.**
   B. No yelling or screaming.
   C. No limbs outside windows.
2. Take **count** of all children and **record on paper.**
3. Take list of children and emergency numbers with you.
4. Take first aid kit.
5. Staff members are to divide up evenly on bus, so that all children are well supervised. Once you've reached your destination, children should follow all rules listed under Walking Trips. **When leaving, take count.**

PROGRAM EVALUATION

Staff, parents and children should evaluate the school-age child care program on a regular basis. It is necessary to assess program goals and activities to improve the quality of the program, to find out if the program goals are appropriate and to meet the needs of the parents and children. The retention of students in the program should be discussed and the continuing needs of the community surveyed.

One method of evaluation would be to participate in the Voluntary Accreditation Program of Early Children Education in Missouri.

SAMPLE PROGRAM CHECKLIST

Quality is essential for before- and after-school care. Adults who are directly involved in providing after-school care can help by offering the best quality care possible. Using a checklist like the following and making needed improvements can help with this process.

Staff

Yes No

_____ _____ 1. Are the adults warm, nurturant people who have time to care for the individual needs of children?

_____ _____ 2. Does the staff treat the children as individuals and not as mass?

_____ _____ 3. Are there regular staff meetings to orient new staff, discuss problems and receive training?

_____ _____ 4. Are there laps to sit on and adults to talk to when a child has a problem or questions?

_____ _____ 5. Do the caregivers take advantage of teachable moments?

Program

_____ _____ 1. Are there large blocks of time when children can play?

_____ _____ 2. Are there planned group social times?

_____ _____ 3. Are there times for group discussion and decision making?

_____ _____ 4. Are there times for both quiet and active play?

_____ _____ 5. Do children have opportunities for time alone - unscheduled by anyone else?

_____ _____ 6. Does the program encourage children to explore and engage in appropriate risk taking?

Peers

_____ _____ 1. Do chiluren seem happy and involved?

_____ _____ 2. Do children play well together most of the time?

_____ _____ 3. Do children have opportunities to both lead and follow?

_____ _____ 4. Are staff skilled at helping children learn how to enter play groups?

Health

_____ _____ 1. Are the snacks appealing to children and posted for parents?

_____ _____ 2. Are there arrangements for children who need quiet time to wind down?

_____ _____ 3. Is there a regular procedure for dealing with sick children, allergies, and emergencies?

_____ _____ 4. Has the staff completed "Food Handlers" training with the Public Health Department?

_____ _____ Are these regulations followed?

_____ _____ 5. Are there clear regulations regarding toileting which allow and provide easy access?

Networking

_____ _____ 1. Are the parents encouraged to meet with the staff and observe children?

_____ _____ 2. Are parents kept informed about the child's progress and problems through parent conferences and day-to-day reports?

_____ _____ 3. Are there regular newsletters which keep parents, school personnel and others informed about activities and opportunities for involvement at the center?

_____ _____ 4. Are there opportunities for parents and others to take a role in program planning and implementation?

Facts about Voluntary Accreditation of Early Childhood Education Programs in Missouri

FOR CHILDREN FROM INFANCY THROUGH ELEMENTARY SCHOOL AGE

***What is Voluntary Accreditation?**

Accreditation is a stamp of approval. It is designed to promote quality programs for young children by giving recognition to those meeting prescribed indicators of quality. It does not involve mandatory controls; it is a voluntary decision to seek accreditation.

***Why is it Important?**

As a result of rapid changes which have profoundly affected the modern family and workplace, an increasing number of children spend the better part of their lives away from home in part-day and full-day early childhood programs and in before- and after-school care. Because of the impact of early education on the child's personal and academic success, it is essential that children have the best possible learning environment during these formative years.

Missouri has no laws or state regulations establishing accreditation requirements for early childhood education programs. State statutes authorize the Division of Family Services (Department of Social Services) to license day care programs that operate more than four hours a day. Day care programs operated by churches and tax-supported bodies, however, are exempt from licensure. State licensing standards primarily address minimum health and safety issues.

In an effort to promote excellence in early childhood education, quality standards and a voluntary accreditation process were developed as a cooperative effort among professionals in early childhood education/child development from public and private programs in Missouri. The accreditation standards were approved by the Missouri State Board of Education for use by public school programs. *These standards, which will be used in accrediting public and private programs, are well above minimum licensing requirements, with an emphasis on the quality of the learning experience.* Therefore, programs which are licensed may also wish to be accredited.

***What are the Procedures for Accreditation?**

1. Programs which have been in operation for at least one year and wish to be accredited must first purchase the "Standards and Procedures for Voluntary Accreditation of Early Childhood Education Programs" appropriate to the age of the children served. Programs use these Standards and Procedures to complete a self study. The documents address the following areas: Safe and Health Environment; Physical and Intellectual Growth and Development and Creative Expression; Positive Self-concept and Individual Strength; Positive Interaction of Children and Adults; Coordination between Home and Center; Effective Staff Communication; and Efficient Management Practices.

2. Those who feel their program meets the quality standards required for accreditation as listed in the Standards and Procedures and have completed the self-study may submit an application for an on-site team review. The size of the program will determine the size of the team. Review teams will include professionals in early chidhood education/child development, parents and other persons who have been trained in the accreditation process. Programs will be notified in advance of the assigned team's composition and may request an alternate member for good reason.

3. Programs judged by the visiting review team to have met the accreditation standards will be recommended to the Missouri Center for Voluntary Accreditation of Early Childhood Education Programs for final approval. The Missouri Board for Voluntary Accreditation of Early Childhood Programs, appointed by the Association for the Education of Young Children-Missouri, will grant accreditation for two years to approved nonpublic school programs. The Missouri Department of Elementary and Secondary Education will accredit public school programs.

   A review team may determine that a program needs to make improvements in some areas before it can be recommended for accreditation. The team may recommend improvements in no more than five of the circled quality indicators included in the Standards and Procedures and Review Team documents. In this event, the program's staff is granted an extension of up to six months (maximum) to complete the recommended additional work. Upon completion of the recommended improvements, the program director notifies the review team leader and requests a return visit.

   The Certificate of Accreditation granted to public school and nonpublic school programs states that the program has been reviewed and meets the standards for quality early childhood education programs approved by the Missouri State Board of Education for public schools. Accredited programs will be listed in an annual directory.

***What is the Cost?**

Quality standards and procedures for accreditation are available for programs serving infants and toddlers, children from 2½ to 6 years old, and elementary-age children in before/after school and summer recreational programs. The age-appropriate standards (quality indicators) must be obtained for each of the age groups served.

1. For programs serving 2½- to 6-year-olds: Standards and Procedures for Voluntary Accreditation of Early Childhood Education Programs—$10.00. (One copy has been sent to each public school district in the state.)

2. For programs serving *only* infants and toddlers (6 weeks-30 months): Standards and Procedures for Voluntary Accreditation of Infant/Toddler Programs—$10.00.

3. For programs serving **both** #1 and #2: Both of the above documents are needed; $15.00 when purchased together.

4. For programs serving 2½- to 6-year-olds, and also providing before/after school and summer recreational programs for elementary children: Standards for Before/After School Program for Elementary Aged Children are included with the materials for 2½- to 6-year-olds.

5. For programs providing *only* school-age child care: both the Standards and Procedures for Early Childhood Education Programs (ages 2½-6) and the Supplementary Standards for Before/After School Programs are necessary.

Requests and checks for the materials described above should be sent to:
Missouri Center for Voluntary Accreditation
Box 2022 Stephens College
Columbia, Missouri 65215
Phone 314/442-2211, extension 734

The two-year accreditation fee, payable upon application for accreditation, is as follows:

	June 1, 1987	June 1, 1988
For programs with 25 or fewer children	$ 40.00	$ 50.00
For programs with 26-49 children	75.00	90.00
For programs with 50-99 children	110.00	130.00
For programs with 100-174 children	145.00	170.00
For programs with 175 or more children	180.00	210.00

The check for all accreditation materials should be made payable to the Missouri Center for Voluntary Accreditation. Programs seeking accreditation must pay the mileage expense of the visiting team (20 cents per mile). This will be paid directly to team members at the time of the visit. An effort will be made to assign team members who live close to the program site.

***How is Accreditation Renewed?**

Accreditation may be renewed, for one additional year, at half of the original accreditation fee. Renewal is gained by submitting to the Missouri Center for Voluntary Accreditation of Early Childhood Education Programs the renewal fee; a current, written program description (staff update, changes in program or in housing, etc.); plus the director's narrative description of staff actions on the suggestions and advisements given at the earlier accreditation exit interview with the review team. When the one-year renewal period has expired, the program must reapply and repeat the accreditation process.

The Missouri Board for Voluntary Accredation of Early Childhood Education Programs gratefully acknowledges the financial and professional support of the Association for the Education of Young Children-Missouri. Acknowledgement also is given to the St. Paul Companies of St. Paul, Minnesota, for the generous grant which made initiation of the voluntary accreditation process possible.

APPENDICES
SECTION IV

School Data
April 8, 1985

LATCHKEY PROGRAMS IN PUBLIC SCHOOLS SURVEY
FINAL REPORT

With the trend toward more single-parent and two-income families in the work force, child care is becoming a growing concern. It is estimated that from six to ten million children nationwide between the ages of 5 and 13 will be left alone, sometimes both before and after school, for extended periods of time. These children are commonly referred to as latchkey children because many carry keys to their homes.

The Children's Services Commission established by law in 1983 is composed of bipartisant representation from the House and Senate; the Directors of the Departments of Elementary and Secondary Education, Mental Health, Social Services, and the Division of Family Services and Youth Services; and the Juvenile Courts of Missouri.

The Commission asked that a survey be conducted to determine the status of Latchkey Programs in Missouri for **school-age** children. The Missouri Department of Elementary and Secondary Education supervised the distribution of the Latchkey Program Survey to public school districts in the state and compiled the following data.

Definitions

A **Latchkey Child** is a school-age child who does not have parental or adult supervision before school and/or after school.

A **Latchkey Program** is a program which provides supervision for school-age children before and/or after school when there may be no adult supervision in the home.

A **Latchkey Educational Program** includes films, booklets, discussions, et cetera, provided to students and/or adults to inform then and instruct them onhow to react to situations which might occur when children are alone and must make their own decisions.

Latchkey Program Surveys were mailed to 546 Missouri school districts on January 9, 1985. There was a 47.6 percent response rate to the survey with 32 districts indicating Latchkey Programs. The Latchkey Programs reported by county are listed below.

Audrain County 1	Franklin County 1	St. Charles County 4
Boone County 1	Jackson County 4	St. Louis County 12
Buchanan County 1	Jefferson County 1	Saline County 1
Clay County 1	Pemiscot County 1	Stoddard County 1
Cole County 2	Platte County 1	Vernon County 1

Common characteristics of Latchkey Programs for the 32 districts reporting programs are presented on the following pages in the district order listed below: Mexico, Columbia, St. Joseph, Liberty, Jefferson City, Franklin Co. R-II, Fort Osage, Hickman Mills, Independence, Kansas City, Northwest R-I, Caruthersville, Park Hill, Fort Zumwalt, Francis Howell, Wentzville, St. Charles, Hazelwood, Ferguson-Florissant, Pattonville, Rockwood, Lindbergh, Parkway, Affton & Lindbergh, Clayton, Ladue, University City, Webster Groves, Special District of St. Louis County, Marshall, Dexter, and Nevada.

COMMON CHARACTERISTICS OF LATCHKEY PROGRAMS

District:	**Mexico**	**Columbia**	**St. Joseph**	**Liberty**	**Jefferson City**	**Jefferson City**	**Franklin Co R-II**	**Fort Osage**
Name of Program:	KEYS	Grant After School Program (GASP)	Before & After School Care	Liberty Latch-Key Program, Inc.	Kids in Y Care	Salvation Army Community Ctr.	R-II Before School Program	Fort Osage Child Care Center
Number of Students Served:	20	24	14	40	60	25	12	45
Use of School Facilities:	Yes	Yes	Yes	Yes	No (Private School)	No (Salvation Army)	Yes	Yes
Cost to Parents Per Week:	$12.00	$12.00	$14.00	$1.25/hour	$12.00	No cost	No cost	$25.00
Have Reduced or Waived Fees:	Yes	Yes	No	Yes	Yes	—	—	Yes
Other Organizations Involved:	YMCA	PTA	(Looking for funding)	First Presbyterian Church	YMCA	United Way	School funds	Hall Foundation
Program Hours:	3:30-5:30 p.m.	3:15-5:15 p.m.	7:00-8:30 a.m. 3:15-5:30 p.m.	6:30-8:10 a.m. 3:30-6:00 p.m. Vacation Days 6:30 a.m. - 6:00 p.m.	3:00-5:30 p.m.	3:00-5:30 p.m.	7:30-8:00 a.m.	6:00 a.m. - 6:00 p.m.
Contact Person:	Fred Leonard	Margaret Niemeyer	Cheryl Hungerford	Debbie Totten	Janet Case	Steve Spencer	Alby M. Rohlfing	Jim Barrows
Contact Person Telephone:	314-581-1540	314-449-2181	816-232-3344	816-781-0140	314-635-9136	314-635-0117	314-237-2414	816-249-3156

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COMMON CHARACTERISTICS OF LATCHKEY PROGRAMS
(continued)

District:	Hickman Mills	Independence	Kansas City	Northwest R-I	Caruthersville	Park Hill	Fort Zumwalt	Francis Howell
Name of Program:	Before & After School Care	Noland School Child Development Center	Kids Club	YMCA Latchkey Program	Tri-County Day Care Center	Line Creek Adventure Club	YMCA Latchkey Program	Latchkey
Number of Students Served:	60	35	87	56	20	30	100	15
Use of School Facilities:	No (YMCA)	Yes	Yes	Yes	No (Caruthersville Housing Authority)	Yes	Yes	Yes
Cost to Parents Per Week:	$24.00	$15.00-$24.00	$25.00	$1.00/hour	$25.00	$16.00	$20.00	$20.00
Have Reduced or Waived Fees:	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Other Organizations Involved:	Fee covers cost	None	Fee covers cost	United Way	Inkind State fund Family Services	Kansas City Living Center Grant	United way	YMCA
Program Hours:	6:00 a.m. - 6:30 p.m.	6:00 a.m. - 6:00 p.m.	7:00 a.m. - 6:00 p.m.	6:30-8:40 a.m. 3:30-6:00 p.m.	6:30 a.m. - 5:30 p.m.	7:00-9:00 a.m. 3:45-6:00 p.m.	7:00-8:45 a.m. 3:45-6:00 p.m.	7:00-9:00 a.m. 3:45-6:00 p.m.
Contact Person:	Joan Brown	Norma Osborn	Susan VanMol	Marilyn McGurk	Rebecca McQuage	Robert Engelage	Gail Simpson	Gail Simpson
Contact Person Telephone:	816-761-9622	816-252-9551	816-444-2434	314-843-6703	314-333-0535	816-741-4165	314-922-9321	314-922-9321

COMMON CHARACTERISTICS OF LATCHKEY PROGRAMS
(continued)

District:	**Wentzville**	**St. Charles**	**Hazelwood**	**Ferguson-Florissant**	**Pattonville**	**Rockwood**	**Lindbergh**	**Parkway**
Name of Program:	YMCA Latchkey Program	YMCA Latchkey	Latchkey Program	Before & After School Co-ed Day Care	YMCA School Child Care	Rockwood/ YMCA Latch-Key	Latchkey	Latchkey
Number of Students Served:	27	85	349	50	90	176	58	164
Use of School Facilities:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Cost to Parents Per Week:	$20.00	$20.00	$15.00-$18.00	$21.00	$22.00	$22.00	$22.00	$22.00
Have Reduced or Waived Fees:	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Other Organizations Involved:	United Way	United Way	United Way	United Way	United Way YMCA	United Way	YMCA	United Way
Program Hours:	7:00-8:45 a.m. 3:35-6:00 p.m.	7:00-8:30 a.m. 3:00-6:00 p.m.	7:00-8:30 a.m. 3:30-6:00 p.m.	7:00 a.m. - 6:00 p.m.	7:00-8:45 a.m. 3:20-6:00 p.m.	6:30 a.m. - School Starts School Dismissed - 6:00 p.m.	7:00 a.m. - 6:00 p.m.	6:30 a.m. - School Starts School Dismissed - 6:00 p.m.
Contact Person:	Gail Simpson	William Ching Gail Simpson	Sue Ericson	Sue Ericson	Nancy Battersby	Nancy Britton	Elma Armistead	Nancy Britton
Contact Person Telephone:	314-992-9321	314-928-1928 314-922-9321	314-521-1822	314-521-1822	314-428-0840	314-227-7350	314-842-3800	314-227-7350

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COMMON CHARACTERISTICS OF LATCHKEY PROGRAMS
(continued)

District:	Affton & Lindbergh	Clayton	Ladue	University City	Webster Groves	Spec. Dist. of St. Louis Co.	Marshall	Dexter
Name of Program:	Affton-Lindbergh Early Childhood	Clayton Extended Day Program	Before & After School Kare (BASK)	KEYS Program (Keep Every Youngster Safe)	Adventure Clubs	Latchkey Program	Blosser Home for Children	Child Development Center
Number of Students Served:	105	150	100	120	154	5	50	45
Use of School Facilities:	Yes	Yes	Yes	Yes	Yes	Yes	No (Blosser Trust)	No (Baptist Church)
Cost to Parents Per Week:	$29.00	$30.00	$35.00-$100.00	$15.00	$35.00	$21.00	$30.00	$35.00
Have Reduced or Waived Fees:	No	Yes	—	No	Yes	Yes	Yes	—
Other Organizations Involved:	Fee covers cost	None	None	Div. of Family Services helps pay tuition for two students	None	United Way	None	None
Program Hours:	6:30-8:00 a.m. 11:30 a.m. - 6:00 p.m. Summer Hours - 6:30 a.m. - 6:00 p.m.	7:30 a.m. - 6:00 p.m.	7:30 a.m. - School Starts 3:30-6:00 p.m.	7:30-8:30 a.m. 8:30-5:45 p.m.	6:30 a.m. - 6:00 p.m.	7:00 a.m. - School Starts 3:30-6:00 p.m.	6:30 a.m. - 5:30 p.m.	6:30 a.m. - 5:00 p.m.
Contact Person:	Sheila Sherman	George Fairgrieve	Elizabeth Schwartz	Kathy Kaufman	Mick Anderson	Sue Erickson	Pat Wood	Linda Sherrill
Contact Person Telephone:	314-842-1238	314-726-5210	314-994-7080	314-725-7203	314-961-1233	314-521-1822	816-886-9691	314-624-3688

COMMON CHARACTERISTICS OF LATCHKEY PROGRAMS (continued)

District:	**Nevada**
Name of Program:	Sunny Days Pre-school/Child Care Center, Inc.
Number of Students Served:	–
Use of School Facilities:	Yes
Cost to Parents Per Week:	$32.50
Have Reduced or Waived Fees:	No
Other Organizations Involved:	United Way
Program Hours:	6:30 a.m. - 5:30 p.m.
Contact Person:	Ann Copeland
Contact Person Telephone:	417-667-3441

COMMON CHARACTERISTICS OF LATCHKEY EDUCATIONAL PROGRAMS

District:	**Monett**	**Sherwood R-VIII**	**West Platte R-II**	**Maries R-II**
Name of Educational Program:	"I'm in Charge"	"Home Alone"	"Lord of Locks"	"Lord of Locks"
Program Administered By:	Monett Elementary Home and School Organization	American Red Cross	Platte County Juvenile Office	Division of Family Services
Contact Person:	Robert Osterloh	—	Ann Peterson	Maxine Travis
Contact Person Telephone:	417-235-3411	—	816-464-2232	314-422-3114

In addition, survey comments mentioned educational programs presented to parents and/or students by school counselors, PTO groups, police departments, and various other service organizations.

RESOURCE LIST FOR SCHOOL AGE CHILD CARE PROGRAMS

1. NAEYC (National Association for the Education of Young Children)
   1834 Connecticut Ave., N.W., Washington, D.C. 20009
   Tel. 800/424-2460
   Publishes monthly journal, *Young Children,* which is sent as part of membership benefits. Ask for folder of NAEYC Resources for Early Childhood Programs — no charge.

2. ACEI (Association of Childhood Education International)
   11141 Georgia Ave., Suite 2000, Wheaton, MD. 20902
   Tel. 301/942-2443
   Publishes journal, *Childhood Education,* five times a year, and available as part of membership. Ask for free publications list.

3. ERIC Clearinghouse on Elementary and Early Childhood Education
   University of Illinois College of Education
   805 W. Pennsylvania Ave., Urbana, IL 61801
   Tel. 217/333-1386
   Publishes newsletter five times per year, for $5.00; also has topical listings of documents available on microfiche or in printed form.

4. High Scope Press
   600 N. River St., Ypsilanti, MI 48197
   Publishes free magazine, *ReSource,* three times per year, which includes publications information.

5. Child Welfare League of America
   67 Irving Place, N.Y., N.Y. 10003
   Catalog of Publications and Resources

6. Citizens for Missouri's Children
   7370 Manchester Road, St. Louis, MO 63143
   Tel. 314/647-2003
   AND 106 E. Terrace, Suite 201, Kansas City, MO 64111
   Tel. 816/756-1585
   Publishes *Children's Chronical,* five times per year, available without charge.

7. The Family Center
   7423 Wellington Way, Clayton, MO 63105
   Publishes *Growing Times,* five times per year, Cost: $5.00

8. Missouri Department of Conservation
   P.O. Box 180, Jefferson City, MO 65102-0180
   Publishes a wide variety of free or low cost educational materials on conservation, fish and wildlife, natural resources.

9. Children's Defense Fund
   122 C Street N.W. Washington, D.C. 20001
   Send for the extensive publications list.

10. Missouri Department of Health
    Bureau of Health Promotion
    P.O. Box 570, Jefferson City, MO 65102
    Ask for list of publications and other health education materials. Good pamphlet on communicable disease.

11. Missouri Highway Department - Division of Public Information
    Jefferson City, MO 65102
    Tel. 314/751-3322
    Will send set of miniature road signs on request. General literature on highways for school age children. Video tape - 30" - on transportation - for school age children . . . "Missouri on the Move."

12. St. Louis District Dairy Council
    8710 Manchester Rd., St. Louis, MO 63144
    Dairy Council of Greater Kansas City
    5200 E. 45th St., Kansas City, MO 64130
    Publishes a variety of free or inexpensive nutrition education materials, including films, pamphlets, posters, activity pieces.

13. Missouri Safety Council
    312 E. Capitol Ave., Jefferson City, MO 65101
    Provides educational materials on safety for preschool and early school age children. Contact your local Safety Council for a list of specific services. In Columbia: Columbia Safety Council, Parkade Plaza, Tel. 443-7245.

14. Missouri State Highway Patrol
    Office of Public Information
    Box 568, 1510 E. Elm
    Jefferson City, Missouri 65102
    Provides educational programs on school safety (and other programs primarily for adults . . .crime prevention, child abuse, etc.). Contact your area patrol headquarters.

15. Missouri Protection and Advocacy Services, Inc.
    211 B Metro Drive
    Jefferson City, MO 65101
    Te. 314/893-3333
    Newsletter, Protection and Advocacy Alliance, is available without charge.

16. SACUS (Southern Association for Children Under Six)
    Box 5403 Brady Station
    Little Rock, AR 72215
    Tel. 501/227-6404
    Subscription to quarterly journal, *Dimensions,* is included with membership.
    Cost: $8.00

17. National Commission on Working Women
    2000 P. St., N.W. Suite 508
    Washington, D.C. 20036
    Tel. 202/872-1782
    Fact sheets available

18. Child Advocacy office - National Council of Churches of Christ
    475 Riverside Drive, Room 572
    New York, N.Y. 10115
    Tel. 212/870-3342
    Publishes a bi-monthly Ecumenical Child Care newsletter without charge, to directors of programs serving children which are housed in church facilities.

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3:00 to 6:00 p.m.: Programs for Young Adolescents, Center for Early Adolescence, Carrboro, North Carolina.

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YMCA School-Age Child Care Manual, YMCA of the USA, 1982.

For further information about these resources, please contact Debbie Murphy, Director, Early Childhood Education, Department of Elementary and Secondary Education, Post Office Box 480, Jefferson City, Missouri 65102.